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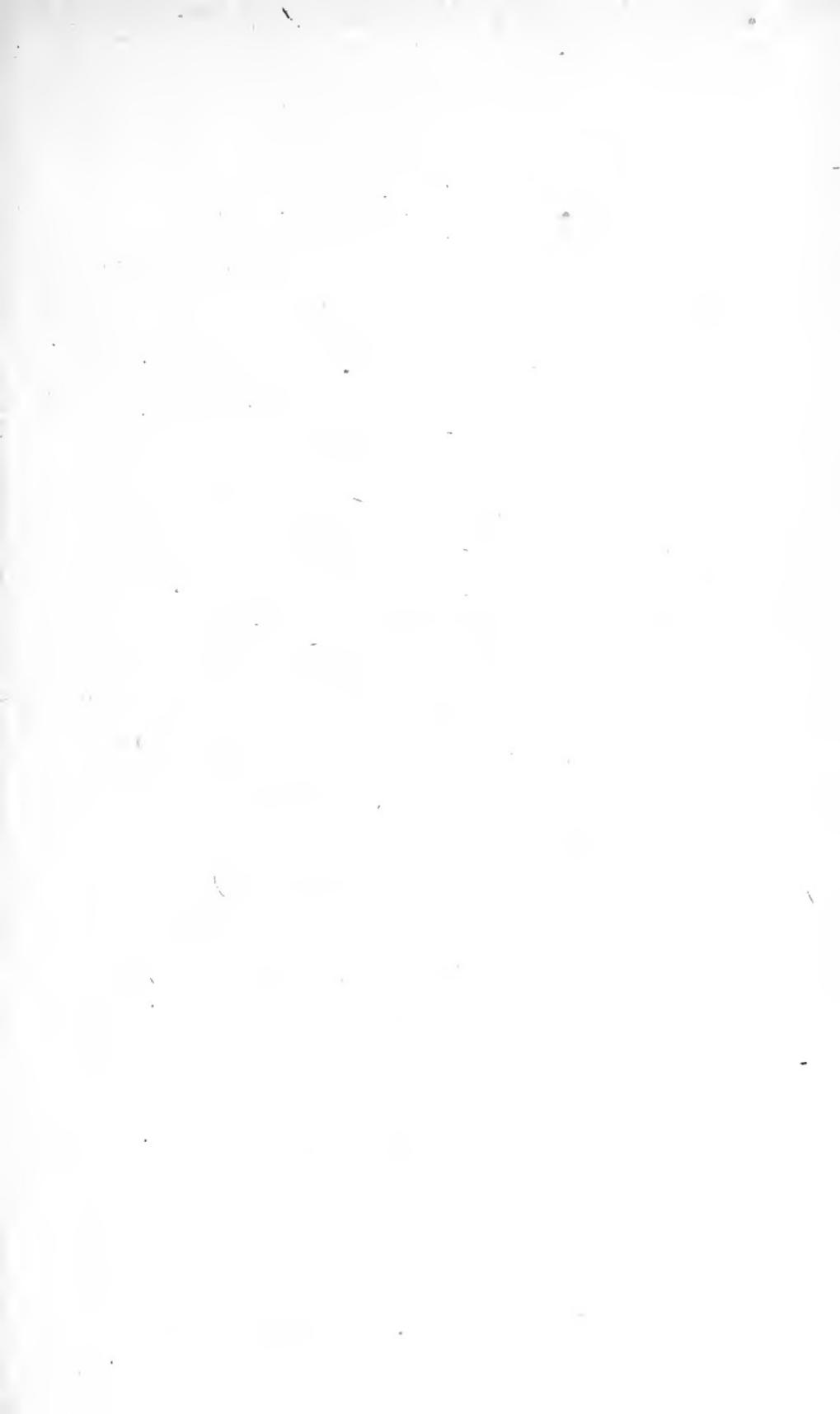
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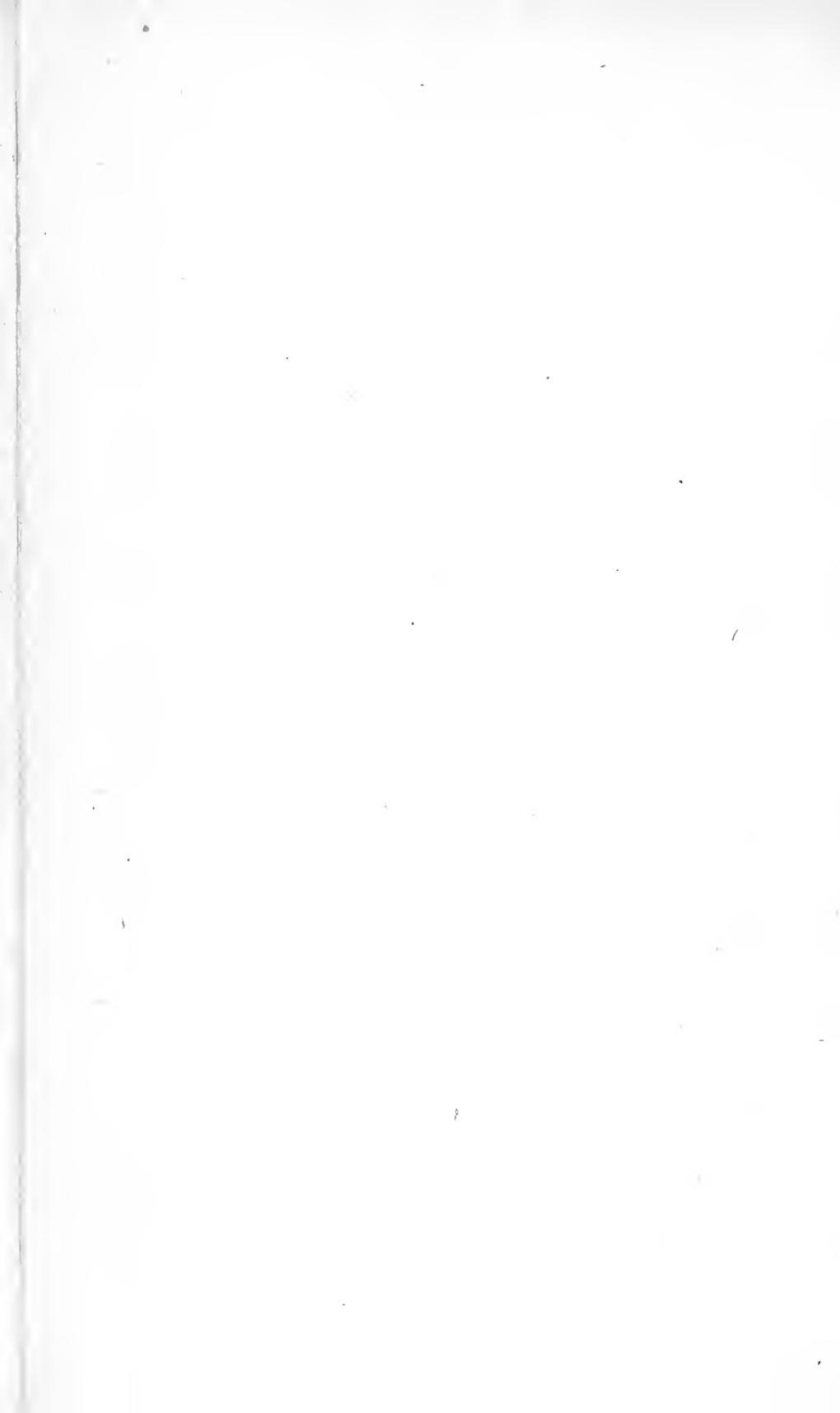
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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of Roxbury,

FOR THE

YEAR 1867.



ROXBURY:

L. B. WESTON, PRINTER, GUILD ROW.

1867.

City of Roxbury.

IN SCHOOL COMMITTEE, April 26th, 1867.

The Chairman appointed the following members as the Annual Examining Committee, viz.:

High and Grammar Schools.—Messrs. SHAILER, NUTE, HOBBS, H. G. MORSE, JAMES MORSE, ALLEN, and GREENE.

Primary Schools.—Messrs. MONROE, CRAFTS, WILLIAMS, MERRILL, and SEAVER.

December 10th, 1867.

ORDERED, That the several reports be committed to Messrs. RAY, SHAILER, MONROE, and WILLIAMS, to revise, and cause to be printed the usual number of copies, to be distributed to the citizens of this City, as the Annual Report of the School Committee.

Attest:

FRANKLIN WILLIAMS, *Secretary.*

R E P O R T .

THE Board of School Committee of Roxbury, at the expiration of their term of office, present to the citizens their Report for the year 1867.

They are glad to be able to announce that the excessively crowded condition of the Primary Schools of the city, to which allusion was made in the Chairman's report of last year, was relieved, some nine months since, by the completion of a new school-house on Phillips Street. This building, the erection of which was begun a little more than a year ago, is commodious and well appointed in every respect, and may be fairly expected to meet the wants of its section of the city for a number of years to come. At the same time it is to be noticed that the relief afforded the Primary Schools by this new building can be but temporary, so far as the whole city is concerned, and that the growing needs of the community will continue to call for increased accommodations in this department. Indeed, it is proper to state here, that before the expiration of a year a new Primary School building will, in the judgment of the Board, be required in the First Ward of the city.

The Committee also feel it their duty to state that, in their opinion, the Centre Street School-house is in an improper and dangerous location; and they trust that, in compliance with their repeated recommendations to the City Government, a new building will soon be erected to take its place. The

crowded condition of the Heath Street School-house also calls for the earliest practicable action on the part of the successors to our present City Government.

Our Grammar Schools continue to be filled to overflowing. This condition of things is in the highest degree unfavorable to the progress of the schools, and, taken in connection with their general high standing in scholarship and deportment, indicates a great amount of laborious and intelligent exertion on the part of the teachers. The Committee are gratified at being able to promise speedy relief in this particular. The City Council, at the request of the School Board, have voted to build a new Grammar School-house in Ward Five, of the capacity of twelve rooms, on a lot of land at the corner of Dale and Oneida Streets. It is believed that the erection of this structure will afford sufficient Grammar School accommodation to the city for several years to come. During the summer vacation, also, two large and commodious rooms in the attic story of the Dearborn School-house have been finished, and made ready for occupancy. By means of this improvement all the members of the school have been brought under one roof,—an arrangement at once favorable to the interests of the school and agreeable to the principal, though the advantage was obtained by the loss of a singing hall, which was much needed.

The cases of truancy during the past year have been few. The vice is believed to have been nearly eradicated by the rigid enforcement of the truant laws; and the Board desire to thank the City Marshal and his efficient aids for the good service which they have thus rendered to the cause of education among us.

Early in the year the salaries of the female assistant teachers of the Grammar Schools and of those employed in the Primary Schools were raised about twenty per cent., and those of the principals of the Grammar Schools ten per cent. The Board are of the opinion that the advance was just and equitable, and that our teachers as a rule are none too well paid for the

service they render the city. The fact is to be observed, moreover, that the salaries which we give are even now less than those paid the teachers of Boston, with which city ours is so soon to be united.

The Evening School during the past winter has been a perfect success,—nearly twice as many availing themselves of its privileges as had attended in former years. It has been already reopened for this winter, under the most favorable auspices. This school is devoted almost exclusively to the instruction of adults, the ages of those who attend its sessions ranging from fifteen to sixty years. The Board feel that this institution has done a good work in the past, and that it may also do a good work in the future. There can be no doubt that, rightly conducted, it will prove to be a power for good in the community, and an efficient help to many who, without its aid, would make but small advances in education; and they sincerely trust that it will be maintained and strengthened under our incoming city government.

The Committee, teachers, and parents, have worked together during the year with the usual harmony and good feeling. In only one instance has there been any conflict between a teacher and a parent, and in that the Board felt the teacher to be in no degree at fault. The circumstances of this case are probably familiar to most of our citizens. A criminal prosecution was commenced against Mr. L. M. Chase, the master of the Washington School, for punishing a boy for throwing stones on his way home from school at teams passing in the street. Judgment was rendered against the master by the justice of the lower court, but, on appeal to the Superior Court for the County of Norfolk, the jury returned a verdict of "not guilty," without leaving their seats. In this case, the ground of complaint was not that the punishment was unduly severe, but that the teacher had no right to inflict any punishment at all for an offence—no matter how gross and reprehensible—committed out of school hours.

The charge of Judge Lord, under which the master was

acquitted, is noticeable for its clear statement of the law applicable to such cases. "The relation between the teacher and scholar," said the Judge, "is a peculiar one. It partakes while the pupil is in school of a parental character, and is, absolute and without appeal from any quarter, when exercised within its proper limits. Such also is the power of the parent. His authority is absolute at home, on the same conditions. A good parent desires to coöperate with the teacher, and is thankful for any proper correction of his child. A good teacher desires to aid parents by training his pupils in habits of good order and obedience to authority. Between the school and home the jurisdiction of the teacher and the parent is concurrent. If the teacher sees or knows a boy to violate the laws; if he finds him acquiring habits of a dangerous character; if he sees him becoming vicious, and his example injurious to others, or calculated to affect his own standing at school or at home,—it is his duty to interfere to restrain and reform. For this purpose it is his right to punish to a reasonable extent, if no other method will avail. But the teacher must hold himself responsible to the law in his punishment, and be careful not to transcend in severity its humane and proper limits."

We have thought it well to make this extract from the charge of Judge Lord, in order that it may stand upon the city records as an evidence of the law by which the relations of parents and teachers are to be determined. And we think that it will be accepted with thankfulness by our citizens as a clear, just and humane statement of a salutary principle.

The infliction of corporal punishment has been resorted to in but few cases during the past year, and in these only when gentler and more persuasive kinds of discipline had failed. In no instance—so far as is known to the Committee—has it been administered with undue severity.

It is thought that a sketch of the history of our different school organizations of the higher grades will be interesting at this time, and we append a very brief one.

A *High School* was established in 1852, for boys exclusively, under the joint supervision of the School Committee of the city and the Trustees of the Roxbury Latin School, and Mr. S. M. WESTON was elected as its Principal. In 1854 a City High School for Girls was organized, under the mastership of Mr. ROBERT BICKFORD, a portion of the Dudley School-house being devoted to its use. In 1860 a new building was erected in Kenilworth Street, for the instruction of both sexes, and the High School passed entirely under the control of the city. At this time Mr. WESTON was elected its Principal, and he has continued to hold the position from that day to this.

The first Grammar School organized within our limits was the *Dudley*, which was composed of more advanced scholars of the old Town School, and was moved into the brick building on Bartlett Street in 1844. Since that time it has had but three principals, namely, JEREMIAH PLYMPTON, Miss ADELINE SEAVER, and the present preceptress, Miss SARAH J. BAKER. The *Washington School*, which occupied the first public *Grammar School building* erected in the town, was established in 1840. GEORGE B. HYDE was the first Principal; and after him LEVI REED, late Auditor of the Commonwealth, G. M. WESTON, and JOHN KNEELAND, were principals. Mr. JOHN D. PHILBRICK, now Superintendent of the Public Schools of Boston, was at one time an assistant in this school. Mr. L. M. CHASE, the present principal, was elected in 1866. The *Dearborn School* was organized in 1852, and was originally a school for boys. In 1859 the building was enlarged, and four divisions of girls were added. From the foundation of the school it has been under the charge of the same principal, Mr. WILLIAM H. LONG, and it has uniformly done credit to his very faithful and efficient labor. The *Comins School* was established in 1855, as a girls' school. It was originally placed under the charge of Miss SARAH A. M. CUSHING, who acted as principal until 1859, when it was enlarged and made a school for both sexes. At that time Mr. D. W. JONES was elected principal, and he has continued to hold the position since. The

Francis Street School was established in 1856, as a school for boys and girls. Mrs. SOPHRONIA F. WRIGHT was elected the first principal, and has continued to fill the place to the present time.

Our citizens will find printed herewith the reports of the Chairmen of the various Special Committees upon the different departments of school work. Attention also is called to the statistical tables prepared by the Secretary, which, when compared with former reports, exhibit the fact that the labors of the Board of School Committee have doubled within the last few years, without any increase in the number of Committeemen. It is believed that the general impression derived from the reports will be satisfactory. The teachers of our Public Schools, of all grades, are thought to be, for the most part, faithful and devoted instructors. Our High School teachers are all persons of unusual attainments, and give themselves to their work with the most untiring zeal and the best results. The Committee feel that their fellow-citizens may take a just pride in the distinguished position of their High School, and they trust nothing will be done under the new city government, either to interfere with its existence, or to lower its rank.

With the close of the year 1867 the labors of the School Committee of the City of Roxbury come to an end. The terms of service of some members of the Board have been remarkable for their great length, and unbroken continuance. One of the present Board has served, with but a single interruption, for the last twenty years; one has been connected with the Board for fifteen years; and several count more than ten years of service as Committeemen. There will naturally be a sense of regret with many of the Board at separating after so long a period of united labor, but the feelings uppermost in the minds of all are those of satisfaction and hope.

The Committee are persuaded that, on the whole, the citizens of Roxbury have reason to congratulate themselves upon the record of their schools in the past. Though the highest standard has not always been reached, the schools of our city

have taken good rank; and especially during the last few years they have held a position, for efficiency of discipline and instruction, second to those of very few, if any, of the municipalities in the Commonwealth.

In the general plan and status of the schools the Board see little that requires any change at present. At the same time they desire to express their gratification at the prospect of a fuller and better development of our system in the future. The improvements in methods of study and instruction during the last ten years are but an earnest, they think, of the advance to be made in time to come. And the union of Roxbury with Boston, they trust and believe, will be a help and not a hindrance to the progress and prosperity of the schools of our own community.

In conclusion, the Committee desire to give to their fellow-citizens their sincere thanks for the honor of their election in former years to these posts of responsibility; and with a proper sense of their possible mistakes of judgment in the past, to make a renewed assurance of the desire which they have cherished during their term of office to serve the city with faithfulness and efficiency.

Respectfully submitted.

EDWIN RAY,

Chairman of the Board.

R E P O R T

ON THE

HIGH AND GRAMMAR SCHOOLS.



Messrs. SHAILER, H. G. MORSE, ALLEN, JAMES MORSE, HOBBS, and GREENE, were appointed a Committee to make the semi-annual examinations in the spring and fall, and the Annual Report on the High and Grammar Schools.

The whole number of pupils in these several schools is 2454. Every year swells their numbers, and gives additional importance and responsibility to their instruction and supervision.

The Committee are happy to report their belief that during the present year the schools have maintained a character and made attainment equal to that of any year in their history; that on the whole there has been improvement upon previous years; that they have a faithful corps of teachers, who are seeking to perform their duty well, and make their experience a qualification for still higher accomplishment in their very responsible service; that, generally, they are anxious to avail themselves of all the means for increasing their fitness for the business of teaching, regarding with watchful attention whatever may be said at Teachers' Conventions, and in the various publications giving instruction upon their important work. These schools have made no radical changes in methods, nor adopted new things; but they have faithfully attended to all the different

moral, intellectual and physical exercises which are required. They are also giving so much attention to Music, Drawing, the French Language, and the higher branches of study, that they leave but very little opportunity for judicious parents to desire to have their children go to a private or boarding school. They can be as well trained and taught in our Public Schools. It is not too much to say, in view of what our High and Grammar Schools actually are, that on the whole they are better adapted to educate accurately and highly than the best of private schools.

We do not intend to intimate that there is not yet opportunity for improvement; nor do the teachers seem to feel that they have done so well that they may not do better. The best High or Grammar School is not yet realized. The perfect model is in the ideal world. The best actual schools are only approximating to it, and we believe our schools are among those nearest.

The noticeable improvement is not in the greater amount of ground gone over. There seems a curtailment in this respect. It is rather in the thoroughness with which the studies are conducted; a more radical and perfect idea and conception of the principle involved, and a more complete analytical method in recitation. We should not think of finding any where better candidates for teachers in our schools, than among the graduates of these same schools.

Our best teachers are found to do much outside of the mere text-book, by oral instruction, and comprehensive, lucid statement of the subject matter of the particular branch in hand. There is great room for improvement in the text-books used. Judging from what we have in Geography, Arithmetic, or History, we must conclude it is a difficult matter to make a good text-book, as indeed it is.

The Committee are happy to refer to the method of government as having very little of the tyrannical, and as filled with the wholesome moral, largely free from the control of passion,

and approaching a complete freedom from physical force, which is the ideal of every teacher of highest aim.

Our HIGH SCHOOL, consisting of 180 scholars, is a mixed school of boys and girls, reciting together in classes and studying in the same room—the natural and proper association for children in the school-room, as well as in the family and social circle.

There has been no change in the teachers of this school during the year, and no marked changes in anything pertaining to it. The examinations satisfied the Committee that the same earnest, faithful and competent instruction is given, and the same healthful, moral discipline is apparent as in former years. There is no ground to complain that the scholars do not work hard enough. Better text-books, of simpler and more comprehensive expression, of fewer words and better analysis, used with still greater discretion and aptitude in the hands of our accomplished teachers, will give us yet higher excellence.

The fourth year of the school seems to be gaining in importance and appreciation, and is really of very great utility in fitting graduates of the third year for teaching, by a careful review of the Grammar School studies during its first quarter. It is under the charge of Miss M. F. GRAGG, who is highly adapted to her position.

M'lle de MALTCHYCE, who is a French lady, and a successful teacher, gives lessons in French, affording her scholars a first-class opportunity to acquire an accurate knowledge of that language.

Considerable progress is made in this school in the art of Drawing, under the competent teaching of Mr. B. F. NUTTING.

This school, as well as the Grammar Schools, seems to be deriving very decided advantages from instruction in Elocution, by Prof. M. T. BROWN. It has been, and still is, a part of the particular care of other teachers to secure good reading. But the Committee find it highly beneficial to have special instruction in Elocution from so efficient a teacher.

The Grammar Schools are five in number, containing in the aggregate 2274 scholars.

The DUDLEY SCHOOL, the first on the list, is a girl's school, Miss S. J. BAKER, Principal.

This school is reported in good keeping, with its former comparative high standing. There is a careful general supervision and faithful attention to all the variety of service required of a principal. The school, in all its divisions, is in good order, and there is no want of earnest industry, well directed and successful. There is a watchful attention to all the requirements of our rules for the conduct and instruction of Grammar Schools, and the results are highly satisfactory. Neat writing-books, good compositions, and specimens of map-drawing were shown. Throughout the school, in whatever department or requirement the Committee examined, there was little to complain of, and very much to commend. Everything is so well done, as to put this school in the front rank of Grammar Schools, and to leave no opportunity to doubt whether a Grammar School for Girls can be well managed and instructed by a female principal.

The WASHINGTON SCHOOL is exclusively for boys, under the care of Mr. L. M. CHASE, as Principal, and numbering 430 scholars, in eight divisions.

It would be easy to speak in detail of the excellences of this school, and particularize divisions as well taught. In no school is there more apparent harmony among the teachers, and cordial concerted action together with the principal, who is devoting himself with enthusiasm to his work; not only teaching his own class admirably, but making himself well acquainted with the condition of the whole school, and essentially helpful to his assistant teachers.

It was delightful to witness the spirited attention and promptness of scholars in recitation. So much enterprise was manifested as to suggest the thought that possibly, while the more indolent must be brought up to highly satisfactory attainment, nervous, ambitious scholars might be overworked. Ex-

cellent specimens of penmanship and map-drawing were shown in the three highest divisions.

The DEARBORN SCHOOL, under the charge of Mr. W. H. LONG, assisted by fourteen teachers, numbers 744 scholars, and is a mixed school of boys and girls.

The quarterly reports of this school, as of all the others, speak of the divisions in detail.

The government and general supervision of the school, including care for the building and its surroundings, the order in doors and out, are represented as very satisfactory. No striking defects, or very marked excellencies, are reported.

The COMINS SCHOOL is also a very large school, embracing both sexes, and numbering 709 scholars, Mr. D. W. JONES, Principal.

This school has a large porportion of scholars who have little assistance at home, and are subject to many things which serve as hindrances to their progress, and make their government and instruction a greater task upon the principal and his assistants, than they would otherwise be. It is a great duty, and it requires a constant watchfulness and labor, to keep everything in such a school in an entirely satisfactory condition. The several minute reports upon this school, during the year, are for the most part commendatory. Especially was it so with the last reports. The general drill and control of the scholars is excellent. The principal has been particularly vigilant and successful during the last quarter, and he has a faithful corps of assistant teachers.

The FRANCIS STREET GRAMMAR SCHOOL is small, consisting of one division, under the charge of Mrs. S. F. WRIGHT, who has been with it from its beginning in 1855. It was established and is maintained because the Grammar School scholars who attend it were situated so distant from any of our graded and large schools that they could not conveniently attend them. It is a school for both sexes, and has studies ranging through the whole Grammar School course. Its method must necessarily be modified. The classes are more numerous than in

any one division in larger schools. The teacher is regarded as adapted to her special service, and very successful. The examinations have been well reported, and the government and enterprise and accomplishment of this school, which have always been favorably spoken of, are well sustained at the present time.

No one can pass through our schools in examination, or reflect upon them, without being stirred with a conviction of their importance and utility. As much as any one thing they are the foundation of our good social condition,—carried on at great expense, but accomplishing great good.

No service is more important than that of the faithful teacher,—none more honorable, and none takes more vital hold of our social well being. We cannot hold in too high estimation those who are spending their strength and sparing no pains as teachers to give us such schools as we are permitted to examine in Roxbury. The teacher's post is so responsible that it ought not to be occupied except by those who are personally adapted and well educated, and who have a love for their work, which will not allow them to be listless or careless.

Those who have the responsibility of appointing to such service should be exceedingly careful as to whom they appoint, and quick to discern inefficiency on the part of those they may have appointed, and prompt to dismiss the unworthy. The difference between a good teacher and a poor one is so great, and takes such hold on the interests of the young, that we ought to feel the absolute necessity of instantly displacing the poor teacher.

There has been much discussion and different opinions as to the wisdom or necessity of practising corporal punishment. A thoroughly competent teacher can take the law of love and justice and truth, and win order and progress and a delightful moral cultivation, with a wide margin between the method pursued and any corporal punishment. We will hope that our schools may be fully supplied with such teachers.

We were glad to see, in the late decision at court, so happy an exposition of the mutual care of parent and teacher over the conduct of children in going to and from school. It is mutual, and nearest to the school it belongs largely to the teacher.

With a hearty good will we commend our High and Grammar Schools. Parents who have the good fortune to avail themselves of their superior advantages for children, have no occasion to envy the privileges of any other schools.

For the Committee.

J. S. SHAILER.

Roxbury, Dec. 10, 1867.

R E P O R T

ON THE

P R I M A R Y S C H O O L S.



THE Annual Examining Committee appointed for the Examination of the Primary Schools of the City of Roxbury would report in relation to these as follows:

The examinations were conducted, as usual, in May and November, the work being allotted to the five members of whom the committee is composed (Messrs. MONROE, CRAFTS, WILLIAMS, MERRILL and SEAVER), in as nearly equal proportions as was desirable. From the Reports made by these, together with such knowledge as could be obtained from visits during other portions of the term, the facts presented below are derived.

There are now in Roxbury 52 Primary Schools, being an increase of two during the year. The additions have been in the new Phillips Street building, and in the George Street School-house. Both have been rendered necessary by the crowded state of the school-rooms in these localities respectively. With this relief, the Primary school-rooms of the city are still, on the average, as crowded as they were at the beginning of the year, and there is no reason to doubt the necessity of a steady increase in the future at least equal to that which has this year been made.

The buildings in which these schools are held are of widely differing excellence and adaptability in their construction. Some, like the Franklin Place, Sudbury Street, George Street, and Munroe Street, are highly creditable to the city, and one—the new Phillips Street building—is probably unexcelled in the State; while there are others which are to be contemplated with much less complacency. It is peculiarly gratifying, however, to be able to report that most of those school-rooms which in their accommodations for pupils were a discredit to the city exist no longer, having been abandoned for the airy and spacious accommodations of the Phillips Street building, and that, with two exceptions, we have now no positively unfit school-houses in Roxbury.

As regards the condition of the different Primary Schools of the city, the committee would generally and rapidly report—

The George Street has a large attendance, containing now six divisions. There have been several changes in this school during the year, the teachers of its first and fourth divisions having been promoted to Grammar Schools, and a new division having been created. The new appointments appear to have been judiciously made, and the school has still an ambitious and interested corps of teachers. It is favorably reported upon by its examiner.

The Yeoman Street, containing four divisions, called out some criticism from the examiner as regards one or two of its teachers. In one case, defects were attributed to inexperience, and a second examination disclosed much better results; in another, the opinion was that there was a lack of tact in imparting instruction. The teacher of the second division of this school is highly praised by the examiner. Her room is cited as an example of what the most intelligent and judicious effort may accomplish. This commendation is not unjustly bestowed. There is seldom seen a Primary school-room in which more is done to interest children, or where the general aspect is more entirely inviting and pleasant than in this one. Several paint-

ings, the fruit of the teacher's leisure hours, hung about the school-room, essentially heighten this good effect.

Of the Eustis Street School little of particular interest is remarked by its examiner. The rooms in this building are generally in charge of experienced teachers. The teacher in the upper division is especially commended, and the reports from the other divisions are in the main satisfactory. The school was greatly crowded during a portion of the year, but has been somewhat relieved by the transferring of a portion of its scholars to the new division of the George Street building.

The school in Vernon Street is very favorably reported on. The grading of this school leaves the teacher of the lowest division in charge almost exclusively of infants just out of the nursery. The utmost care is necessary in selecting a suitable person for such a post, for it is one requiring great patience, and calling less for scholarship in a teacher than a kind heart and motherly thoughtfulness. The wisdom of creating more than three grades in any Primary School is believed to be more than questionable. There was no evidence of lack of proper qualities on the part of the teacher, in this instance, however. The next room above is taught by one who is apparently anxious and careful, and presents the example of a gentle and refined deportment to her scholars. The second division is perhaps, without the design to be invidious on the part of the committee, the model Primary school-room of the city. Its teacher has put her heart fully into her work, and does not allow her thoughts to be diverted by any outside attractions from it. She is thoroughly progressive, interested in ascertaining and appropriating new ideas upon the subject of education, and performs the work of teaching so faithfully and intelligently as to render her school a completely satisfactory one. It is but fair to others with whom this teacher may be brought in comparison, to say that she has been aided to this excellence by several years' experience; yet the committee feel that, after all, the chief reason of her superiority is to be found in the fact that she is more interested in her school than in

anything else. The first division of this room is also entitled to strong praise. Its teacher for most of the year has just left it, and is succeeded by one apparently fully competent to maintain the standard it has held.

The Sudbury Street School is well reported in all its divisions. There are but three grades in this building, though it has four rooms. The teacher of the third division has been absent a considerable portion of the year, and still remains in a precarious state of health. Her room, however, appeared well, showing that a competent substitute has had charge of it; and the examiner also commends the aspect and general proficiency of the first division. This building is a very good one in its arrangement, the sunlight reaching it from every side.

The Cottage Place School is not so fully reported on as some of the others. What is said of it, indicates a satisfactory state of affairs there. There have been some changes, both in the teachers and in the pupils of the school, but its present state is believed to be as efficient as in the average of years past.

The Franklin Place School is in some respects one of the best in the city. It is kept in a modern brick structure, of ample size, and well provided in all particulars. Its first division is in the charge of a superior teacher, the good effect of whose method is felt throughout the building. The children generally are neater and more orderly than are those of the same class in most other sections. This teacher is particularly animated and self-reliant in her methods, and stimulates her scholars to interest both in thought and in study. The teacher of the second division also merits notice for her energetic and interested manner, and has had the best success in instructing her scholars in gymnastic exercises.

The Avon Place School was not visited at all by its Local Committee in the early days of the year, and the reports then had of it were from volunteer sources. It is spoken of by its examiner on this committee as being in as good condition as usual. There has been one change among its teachers. The

locality of this school causes visits to it on the part of the general committee to be less frequent than in most other cases.

The Mill-Dam School is a peculiar one in many respects. The school is entirely cut off, for all purposes of intercourse, from other portions of the city, being kept in a tongue of land that projects toward Boston, in a settlement composed of manufactoryes and laborers' residences. The building in which it is held is unfit for the purpose, though somewhat improved during the present year. On entering this room, one is carried back at least a generation in all the outward aspects of the road to learning. The teacher, however, seems to adapt herself well to this state of things, and is highly praised by the examiner.

The Orange Street, Tremont Street, Smith Street, and Parker Street Schools, have all been removed to the new Phillips Street building, and, thanks to this change, the city is relieved, in three out of four of these cases, of either buildings or localities which were anything but a credit to her care of her children. These have now gone literally from one extreme to the other. The Phillips Street School-house is a model structure, and one to which our city may point with unalloyed satisfaction. The Committee on Public Property of the City Council, the Sub-Committee of this Board with which they coöperated, the architect and the mechanics, all are entitled to credit for their excellent accomplishment in giving this long-neglected section of the city the best Primary School accommodations now enjoyed anywhere within its limits. Those schools which had naturally suffered from deficient arrangements are now reported by their examiner as feeling some impetus from the change. Yet, as a whole, there is room for improvement in the instruction given in this building, and though a portion of the teachers are earnest in their work, and producing excellent results, others are below the general standard elsewhere. This school now contains seven divisions — a new one having been added.

The Francis Street School is in one of the outlying districts. It is reported as being somewhat easy in discipline, an arrangement that perhaps the superior character of its scholars, whom

gentle government is effective to control, justifies. The lessons are generally pronounced satisfactory.

In Heath Street is one of the most peculiar schools of the city. It is unreasonably crowded in its attendance, in the lower room, and the class of pupils who compose it are of the most difficult to govern. The teacher who had held its lower room had failed utterly, and the present teacher—a young girl, just graduated from the High School—entered upon her work with formidable obstacles to success. It is believed that she has done as well as could reasonably be hoped, and has accomplished much more than many would have accomplished in her situation; but there is a limit to what may be reached by human industry and endeavor, and it is utterly unreasonable to suppose that eighty or ninety of the most unruly children of the city can be properly managed and taught by any but one who is a prodigy of strength and endurance. The wonder is that this school is in half as good a condition as it is, with all the difficulties encountered. Immediate measures should be taken to relieve it, by adding to its building, and creating a new division of the school. The upper room is smaller in its attendance, is taught by a teacher of mature years and considerable experience, and is in a highly satisfactory condition.

The Centre Street School has probably been under the control of the same teachers longer than any other school in the city, there having been no change here for a dozen years, at least. It is satisfactorily spoken of, in the main, by its examiners, the classes that graduate from its upper room having proved of late among the best. The quality of the scholars in attendance on this school is constantly improving, and it now stands second in this respect to only one of our Primary Schools elsewhere. A new building for its use is obviously needed. The entrance to the present one is objectionable, and even dangerous, and there is further constant danger to be apprehended to small scholars from the high and steep flight of steps in its rear. It is altogether wrong that the Primary

School of one of the best districts in Roxbury should be placed in the rear of an engine-house and stable, and the attention of the next School Board should be early directed to the need of a new building, in a different location.

The Edinboro' Street School is probably the smallest in its attendance of any containing more than one division in the city, and neither in numbers nor in general aptitude and intelligence is there improvement among the pupils from year to year. The first division falls much below the average in attendance, scarcely reaching thirty pupils; the second is considerably larger. The school is well taught—particularly well in its upper division, which is under the charge of one of the most competent teachers of the city, whose governing powers are of an admirable order. The teacher of the second division is quiet in her methods, and to one examiner appeared to lack energy; but the progress of the school is satisfactory, and indicates careful and judicious instruction.

The Munroe Street School is reported upon very favorably in its lower division, as usual. There is no question that the teacher of this division is one of the most successful in the city. She takes an unruly class of scholars by nature and from defective home training, and brings them into almost military discipline in the school-room. This strict rule might not be an altogether salutary one with some classes of pupils, but it is probably needed, and certainly produces in the main good results, here. In the upper division, in which are combined Primary and Grammar School studies, the experiment is succeeding well, under a promising teacher.

The Winthrop Street School has an excellent attendance, and presents more the aspect of a select school than of one in which children of all classes are gathered. It is favorably reported upon in both its upper and lower divisions. The graduating classes of the upper room are pronounced in the Grammar Schools this year as among the best received.

The Elm Street School is in a quiet portion of the city, off

of ordinary routes of travel, and seldom visited except by its local committee. It makes fair progress, and is not open to decided criticism, or more than average commendation.

The above sketch of the condition of the various schools is, on the whole, an encouraging one. The Committee have not looked for perfection anywhere. In estimating the attainments of teachers, they have not tested them by the ideal standard, neither have they felt it necessary to parade every instance of individual deficiency for the public inspection. They have simply gone into their examination with what seemed a reasonable expectation of results, and, as a whole, the aspect is favorable. While they do not feel that the system under which teachers are chosen here is the best attainable one, they are convinced that it operates at least as well in Roxbury as in the average of localities.

A perfect Primary School teacher is probably as difficult to be found as is perfection in any other sphere of endeavor; but there are certain points in character which much conduce to efficiency in this work. The greater the degree in which they are possessed by any person, the more marked will be her success as a teacher. She who has them largely by nature is truly fortunate, for her work is made comparatively easy. She who has them not, should assiduously cultivate their development in her mind and heart.

All these traits naturally grow out of one sentiment, and few of them can exist without it. We refer to love for children. It is plainly an indispensable requisite to success. A teacher may possess education of a thorough and finished order, may have the most careful and correct ideas as regards government, may have thought over new and improved methods of instruction, and may enter with enthusiasm into the work of applying them—if her interest is in instruction as an art alone, if it does not extend to a personal sympathy with the beings she is called on to conduct in the path of knowledge, she has not the best fitness for her work. We do not need so much women of

superior intellects, brilliant scholarship, or energetic ambition, in the instruction of our smaller children, as we do those of kind hearts, and affectionate, sympathetic natures. Let them but love children at the beginning, and all these other requisites shall be added unto them. Out of this love comes patience, sympathy, forbearance, motherly care, and those kindred qualities that are most needed.

This sympathetic nature is of course most of all required in the lowest divisions of a Primary School. A large share of the attendance in these is made up of infants, who require that the teacher shall stand in a mother's place towards them. Her work is not by any means all confined to teaching them the alphabet and the first lessons in reading. They need constant oversight and care for their physical frames, a watchfulness such as only personal interest in them is adequate to cheerfully rendering. Then comes in the occasion for the exercise of the rarest patience in their stammering and too often seemingly stupid attempts to acquire the rudiments of knowledge. The teacher soon finds the task not a dignified one, and is too apt to ask herself if all her stores of knowledge were gained for this end. She greatly needs to feel sympathy for the little beings before her, to make her patient and forbearing at such a time, for without patience and forbearance she is failing at the very outset.

A heart that goes out in kindness to children is therefore the first requisite in a good Primary School teacher, and it is an indispensable one in the lower grades. The next quality required is a vivacious, active temperament. Sympathy with and love for children alone is not enough—there should be spirit and energy sufficient to *interest* them. It is necessary that they should be grounded thoroughly in the lessons of the textbooks, but making them perfect in a series of recitations from these is only doing half the work. Their little minds come to the teacher almost a blank as regards knowledge. It rests with her very largely to determine whether what they learn at school shall rouse their imaginations, stimulate their thinking

powers, impress itself so vividly upon the mind by association as to be remembered with interest and pleasure, or be committed by rote as a lesson to pass into the memory for the time being and then become obliterated. There is no such aid to the teacher in this aspect as the object-lesson, which it is not pleasant to see so generally falling into disuse as it is in many of our schools.

Permanence in the profession of teaching is also desirable. The frequent changes that are made are to a great extent unavoidable while the material from which our teachers are selected is such as it is; but this, at least, appears certain, that it would be well in the selection of Primary School teachers to have an eye to their fitness for this branch of teaching especially, and not to regard them while in it as serving an apprenticeship for Grammar Schools. As a rule, each branch of the profession should be considered a separate one, and, Primary School teachers being selected with a view to their aptitude for this kind of teaching, success should be considered rather a reason for continuing than for removing a teacher from her sphere of work.

The Primary School teachers of the City of Roxbury are in largest part comprised of young girls but recently graduated from the High School. They enter upon their work, generally, with good education, careful training, an interest in the profession of school teaching, and a desire to excel. Their success is in almost all cases respectable, and in some even brilliant. Excellence, it is but just to say, is the rule, and failure the exception. The interest in their work which we have said above that most of them feel, combined with an intellectual aptitude of no common order, makes of these beginners good teachers frequently in a very brief space of time. Could the best of this talent be retained, our city would have as efficient a corps of teachers as any locality in the nation; when we consider how frequent are the changes, it speaks strongly for the native capacity of these young girls that our schools are in as good condition as they are.

Such criticisms as suggest themselves grow in a great degree out of the apparently temporary nature of the school teacher's office to most of those who are occupying it. These do their duty conscientiously, but their whole mind and heart are not given to it as would be the case with one who intends to make it a life-work. The stated routine of the school is not neglected. The text-books are carefully studied, and there is good evidence of progress in them at examination; but the care of thinking out object-lessons is shunned, and the mind is divided in the prospect of other interests in life, instead of concentrated chiefly upon this one. This is not referred to in a spirit of complaint, but as showing the defect of the system—perhaps a necessary one—of temporary rather than permanent teachers. We are reminded, too, that among these teachers are some very young people, with modern young-lady ideas, from the fact that their reports come to us with such signatures as "Susie," "Maggie," "Fannie," "Nellie," "Lizzie," etc., in lieu of the Christian appellations which all these parties doubtless received at the baptismal font. This may be no great affair in itself, but it is hardly consistent with that exactness and dignity which ought to inhere in the teacher's office. Let us trust, at any rate, that the fashion may not spread to the other sex, and the committee be visited with official documents from "Willie," and "Dannie," and "Freddie," and "Charlie," and "Eddie," and "Frankie," and the rest.

It is fortunate that under the new system which is to be introduced from another city, in the reorganization of the schools immediately to take place, the equalization of pay between the Primary and Grammar School teachers will be likely to remove one temptation to leave the Primary Schools on the part of teachers. This arises, however, it is fair to say, fully as much from the added dignity which is given to an office of greater pay as from the mere money consideration.

Finally, let the committee, in closing their report, say a word as regards the duty of parents to the schools. Parents may be an important aid to the teacher. First, by the mere

fact of showing an interest in her work. There is nothing more grateful to a teacher's heart, in most cases, than to feel that some one is especially concerned for her success, is watching her efforts in even a single case. It is a grateful stimulant to effort, which is increased in proportion as more and more parents participate in it. There should be coöperation, too, as well. Occasions are constantly occurring when a teacher's hands can be effectively strengthened by words fitly spoken at home. Let these not be withheld. Above all, let the largest charity towards teachers be exercised. Many of them are young and all are human, and youthful humanity is prone to err; but it is the testimony of those having years of observation that in a large majority of cases of complaint occurring in the discipline of a school the right is plainly on the side of the teacher. Let parents remember this, and forbear to blame before full investigation is made. The presumption of duty done should be always with the teacher till a clear case is made out to the contrary.

Commending the schools of Roxbury to the renewed interest of its citizens, and congratulating them especially on the manner in which the reputation of these has been sustained during the past year, the undersigned respectfully submits the above statement for their consideration.

For the Committee,

GEO. H. MONROE.

STATISTICS OF THE SCHOOLS FOR 1867.

The whole number of teachers is 103.

The number of Pupils in all the Schools is 5276, being an increase over last year of 187 Scholars. Average attendance in all the Schools, 5076.

The number of Pupils at the High School is 180, two less than last year. The School has four Teachers.

There are five Grammar Schools. The number of Pupils belonging to them is 2274, an increase from last year of 204. Number of Divisions, 43; an increase of one Division each to the Dudley, Washington, and Dearborn Schools, during the year. Average number to each Division, 53. Number of Grammar School Teachers, 47.

The number of Primary Schools is 52, an increase of two from last year, one at George Street, and one at Phillips Street. Number of Pupils belonging to these Schools, 2822, a decrease from last year of 15. Average to each School, 54.

There is also a Special Teacher of French and a Teacher of Drawing in the High School; a Teacher of Elocution in the High and Grammar Schools, and a Teacher of Music in the same Schools.

The percentage shown at the examination of candidates from the various Grammar Schools for admission to the High School, in July, were as follows:

Dudley School,	average per cent.,	.	.	78
Washington School,	"	"	.	68
Comins School,	"	"	.	66
Dearborn School,	"	"	.	63
Francis St. School,	"	"	.	46

In December, eleven of the Pupils of the High School, who had been continuing their studies for the fourth year, were examined in their qualifications to become Teachers in our Public Schools. The results attained varied from 89 per cent., the lowest, to 99, the highest, which last was the highest percentage ever attained at any examination: the average per cent. was 94 $\frac{1}{2}$.

The salaries of the Teachers have been increased the past year, and now stand as follows:

Principal of the High School,	. . . . .	\$3,000
Teacher of the 3d Division, Miss Cushing,	. . . . .	1,500
Teacher of the 2d Division, Miss Tincker,	. . . . .	800
Teacher of the 4th year Class, Miss Gragg,	. . . . .	700
Principals of Grammar Schools, male,	. . . . .	2,200
Principal of the Dudley School, Miss Baker,	. . . . .	1,200
Principal of the Francis St. School, Mrs. Wright,	. . . . .	800
First and Second Assistants in Grammar Schools,	. . . . .	650
All other Assistants, after the first year,	. . . . .	600
Primary Teachers, first year,	. . . . .	500
Primary Teachers, second year and after,	. . . . .	550
Teacher of French, M'le de Maltchyece,	. . . . .	400
Teacher of Drawing, Mr. Nutting,	. . . . .	400
Teacher of Music, Mr. Alexander,	. . . . .	400
Teacher of Eloquence, Mr. Brown,	. . . . .	600
Janitor, Mr. Pierce,	. . . . .	1,500

The cost of maintaining our Public Schools, the past year, was \$88,302.19, averaging \$16.73 per scholar.

The Schools, according to the new division of Wards, are located as follows:

WARD THIRTEEN.

<i>Grammar School.</i> — Dearborn,	. . . . .	14 Divisions.
<i>Primary Schools.</i> — George Street,	. . . . .	6 "
Yeoman Street,	. . . . .	4 "
Eustis and Sumner Sts.,	4	"
Total,	. . . . .	28 "

WARD FOURTEEN.

<i>High School,</i>	. . . . .	4	"
<i>Grammar Schools.</i> — Dudley,	. . . . .	7	"
Washington,	. . . . .	8	"
<i>Primary Schools.</i> — Elm Street,	. . . . .	2	"
Winthrop Street,	. . . . .	2	"
Munroe Street,	. . . . .	2	"
Vernon Street,	. . . . .	4	"
Sudbury Street,	. . . . .	4	"
Total,	. . . . .	33	"

WARD FIFTEEN.

<i>Grammar Schools.</i> —	Comins, . . .	13	Divisions.
	Francis Street, . . .	1	"
<i>Primary Schools.</i> —	Franklin Place, . . .	3	"
	Avon Place, . . .	2	"
	Mill Dam, . . .	1	"
	Cottage Place, . . .	4	"
	Phillips Street, . . .	7	"
	Francis Street, . . .	1	"
	Heath Street, . . .	2	"
	Centre Street, . . .	2	"
	Edinboro' Street,	2	"
		—	
	Total,	38	"

The following statement exhibits the whole amount expended for Schools, exclusive of new School-houses, with the average expended per scholar, for the years since the incorporation of the City:

Year.	Scholars.	Total expense.	Av. per Scholar.
1846	2,321	\$17,104.01	\$7.37
1847	2,601	20,555.23	7.90
1848	2,633	24,422.69	9.28
1849	2,910	25,480.00	8.75
1850	2,950	26,177.86	8.87
1851	2,793	21,976.32	7.87
1852	2,952	24,709.61	8.37
1853	2,609	26,391.51	10.11
1854	2,857	30,284.69	10.60
1855	3,137	32,616.68	10.40
1856	3,209	36,266.58	11.30
1857	3,411	39,223.53	11.49
1858	3,485	38,670.81	11.10
1859	3,901	43,386.44	11.12
1860	4,197	49,010.68	11.20
1861	4,396	48,507.52	11.06
1862	4,350	45,921.47	10.56
1863	4,465	47,714.95	10.68
1864	4,619	57,422.99	12.43
1865	4,737	63,021.62	13.30
1866	5,089	75,774.46	14.87
1867	5,276	88,302.19	16.73

SUMMARY OF THE SCHOOLS.

Schools. (For both sexes.)	Location.	Teachers.	Average number of students per cent. everage of length of longest member belonging to each Local Committees.
High School, (For both sexes.)	Kenilworth Street,	Samuel M. Weston, <i>Principal</i> , 2d Div'n, Maria L. Tinker, <i>Assistant</i> , 3d " Sarah A. M. Cushing, Ex-Seniors, Mary F. Gragg,	30 92 | 17½ 35 49 94 | 16¾ 54 66 96 | 15¾ 68 11 81 | 19¾ 23 156 | 90¾ 17½ 180
GRAMMAR SCHOOLS.			
DUNLEY SCHOOL, (For Girls.)	Bartlett Street,	Sarah J. Baker, <i>Principal</i> , Julia P. Brooks, <i>Assistant</i> , 2d Division, Jennie S. Leavitt, 3d " Mary C. Whippley, 4th " Helen J. Otis, 5th " Eliza Brown, 6th " Mary L. Gore, 7th " Susan H. Blaisdell,	46 94 | 15 47 51 91 | 14 52 51 91 | 12½ 54 45 93 | 13 38 56 91 | 11 56 52 88 | 9¾ 49 41 89 | 9¾ 42 342 | 91 12 | 338
WASHINGTON SCHOOL, (For Boys.)	Washington Street,	Leverett M. Chase, <i>Principal</i> , Anna M. Williams, <i>Assistant</i> , 2d Division, Harriet E. Davenport, 3d " Mary E. Johnson, 4th " Maria S. Whitney, 5th " Louisa J. Hovey, 6th " Mira W. Pond, 7th " Harriet A. Lewis, 8th " Lillie H. Bowman,	47 94 14 52 51 93 13 50 49 94 12½ 40 44 95 11¾ 47 .68 93 11 57 57 91 10¾ 58 59 91½ 59 56 94 9¾ 67 421 93¾ 11½ 430

SCHOOL REPORT.

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DEARBORN SCHOOL, (For both sexes.)	Dearborn Place, . . .	Gore Avenue, . . .	94	14 $\frac{1}{2}$	53	Merrill, J. Morse, Greene,
			L. Anna Dudley, <i>Assistant</i> , . . .	47	91	13 $\frac{3}{4}$
			b2d Division, Philena W. Rounsville, . . .	46	93	14 $\frac{1}{2}$
			c2d " Harriet E. Burrell, . . .	46	88	12 $\frac{1}{2}$
			b3d " Sarah S. Adams, . . .	46	90	10 $\frac{1}{2}$
			c3d " Mary A. Spinney, . . .	55	90	56
			b4th " Sarah H. Hosmer, . . .	52	93	11 $\frac{1}{2}$
			c4th " Elizabeth A. Morse, . . .	54	95	12
			b5th " Frances H. Breden, . . .	53	92	11 $\frac{1}{2}$
			c5th " Henrietta M. Young, . . .	51	91	14 $\frac{1}{2}$
COMINS SCHOOL, (For both sexes.)	Comins Street, . . .	Daniel W. Jones, <i>Principal</i> , . . .	b6th " Anna M. Backup, . . .	53	94	10 $\frac{1}{2}$
			c6th " Margaret E. Davis, . . .	54	86	11
			b7th " Helen F. Crawford, . . .	39	67	9 $\frac{1}{2}$
			c7th " Mary C. Bartlett, . . .	53	90	9 $\frac{1}{2}$
			b8th " Lizzie M. Wood, . . .	55	87	10 $\frac{1}{2}$
				707	89 $\frac{1}{2}$	11 $\frac{1}{2}$
						744
			a Daniel W. Jones, <i>Principal</i> , . . .	48	93	14
			Anna E. Shurtliff, <i>Assistant</i> , . . .	42	93	13
			b2d Division, Elizabeth W. Young, . . .	45	93	13
HOBBS, GREENE, SCAVER.	Hobbs, Greene, Scaver.		c2d " Eliza C. Fisher, . . .	57	93	12 $\frac{1}{2}$
			b3d " Almira W. Chamberline, . . .	50	91	12 $\frac{1}{2}$
			c3d " Adeline May, . . .	54	91	11 $\frac{1}{2}$
			b4d " Charlotte P. Williams, . . .	50	90	11 $\frac{1}{2}$
			c4th " Florence E. Tilton, . . .	55	90	11 $\frac{1}{2}$
			b4th " Sarah A. P. Fernald, . . .	52	91	11
			c5th " Carrie K. Nickerson, . . .	50	90	10 $\frac{1}{2}$
			b5th " Sarah R. Bonney, . . .	53	93	11 $\frac{1}{2}$
			c6th " Dora O. Wait, . . .	59	87	10 $\frac{1}{2}$
			b6th " Emily B. Eliot, . . .	59	90	9 $\frac{1}{2}$
			c7th " E. Josie Page, . . .			55
			b7th " . . .			—
						91
						11 $\frac{1}{2}$
						709
						674

a Both sexes. b Boys. c Girls.

SUMMARY OF THE SCHOOLS.—CONTINUED.

Schools.	Location.	Teachers.	Average number per cent. of attend- ance.	Average age	Present number of attend- ees.	Average per cent. of attend- ees.	Present number of attend- ees.	Average age	Local Committees.
FRANCIS STREET SCHOOL, (For both sexes.)	Francis Street, . . .	Sophronia F. Wright, <i>Principal.</i>	44	96	11	53	Crafts, Shaler, one vacancy.		
PRIMARY SCHOOLS, (For both sexes.)	George Street, . . .	1st Division, Mary M. Sherwin, . . .	52	91 $\frac{1}{2}$	64	58	H. G. Morse.		
	2d " "	Clara L. Davis, . . .	45	90 $\frac{1}{4}$	78	48			
	3d " "	Clara L. Hewes, . . .	47	87 $\frac{1}{4}$	78	50			
	4th " "	Emma M. Peverar, . . .	53	89	6	47			
	5th " "	Flora J. Cutter, . . .	52	90	53	56			
	6th " "	Phoebe H. Simpson, . . .	50	88	53	61			
Yeoman Street, . . .	1st " "	Susan F. Rowe, . . .	52	97	9	49	Williams.		
	2d " "	Anna M. Balch, . . .	53	94	7 $\frac{3}{4}$	58			
	3d " "	Ellen M. Oliver, . . .	65	85	6 $\frac{1}{4}$	60			
	4th " "	Lizzie D. Ladd, . . .	64	86	6	60			
Bustis Street, . . .	1st " "	Mary F. Neal, . . .	51	94	9	56	Jas. Morse.		
	2d " "	Emma C. Wales, . . .	62	92	7 $\frac{3}{4}$	61			
	3d " "	Mary L. Walker, . . .	67	88	5 $\frac{1}{2}$	62			
	4th " "	Clara H. L. Balch, . . .	66	88	6	52			
Vernon Street, . . .	1st " "	Anna M. Stone, . . .	54	89	7 $\frac{1}{4}$	52	Shaler.		
	2d " "	Susannah L. Durant, . . .	46	90	7 $\frac{3}{4}$	43			
	3d " "	Kate F. Mayall, . . .	57	87	7	61			
	4th " "	Abby S. Oliver, . . .	70	92	5 $\frac{1}{4}$	70			
Sudbury Street, . . .	1st " "	Annie G. Filebrown, . . .	52	95	9 $\frac{3}{4}$	46	Seaver.		
	2d " "	Mary E. Gardner, . . .	48	93	8 $\frac{1}{4}$	50			
	3d " "	Cornelia J. Bills, . . .	59	87	6 $\frac{1}{2}$	70			
	4th " "	Martha E. Page, . . .	61	91	6 $\frac{1}{2}$	61			
Franklin Place, . . .	1st " "	Eunice Atwood, . . .	58	91	9 $\frac{1}{4}$	48	Allen.		
	2d " "	Sarah J. Davis, . . .	47	92 $\frac{1}{2}$	7 $\frac{1}{2}$	49			
	3d " "	Emma Parker, . . .	72	91					

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Avon Place,	1st " 2d " "	Adeline L. Reed,	48 Hobbs
Mill Dam,	2d " "	Abby E. Ford,	66
Phillips Street,	1st " "	Nellie Calkins,	66 Seaver.
	2d " "	Anna M. Eaton,	52 | Crafts.
	3d " "	Annie E. Clark,	46 |
Cottage Place,	4th " "	Sarah E. Haskins,	50 | Allen.
	5th " "	Caroline E. Bicknell,	50 |
	6th " "	Lillie E. Davis,	64 |
	7th " "	Amelia F. Boston,	72 |
Francis Street,	1st " 2d " "	Kate M. Murphy,	60 |
Heath Street,	2d " "	Emma L. Culigan	48 |
Centre Street,	3d " "	Josephine Maxfield,	42 |
Edinboro' Street,	4th " "	Adeline Beal,	64 |
Munroe Street,	1st " 2d " "	Lizzie F. Johnson,	70 | Crafts.
Winthrop Street,	1st " 2d " "	Elizabeth M. Hall,	42 | Greene.
Eliza J. Goss,	2d " "	Jennie B. Lawrence,	61 |
Martha Gerry,	1st " "	Edna C. Jewett,	86 |
Almira B. Russell,	2d " "	Henrietta M. Wood,	54 | Monroe.
Frances H. Brooks,	1st " 2d " "	Mary Ann Morse,	50 |
Eliza J. Boynton,	2d " "	Emily L. Wilson,	28 | Monroe.
Fannie C. H. Bradley,	1st " 2d " "	Josephine Mansfield,	50 |
		Martha Gerry,	36 | Merrill.
		Almira B. Russell,	53 |
		Frances H. Brooks,	50 | Ray.
		Eliza J. Goss,	53 |
		Annie E. Boynton,	45 | Merrill.
		Fannie C. H. Bradley,	40 |
			— —
			2776 | 89 | 7½ | 2822

HENRY W. ALEXANDER, Teacher of Music in the High and Grammar Schools, Salary \$400 per annum.
 BENJAMIN F. NUTTING, Teacher of Drawing in the High School, Salary \$400 per annum.
 M'LIE DE MALITCHYCE, Teacher of French in the High School, Salary \$400 per annum.
 MOSES T. BROWN, Teacher of Elocution in the High and Grammar Schools, Salary \$600 per annum.
 JONAS PIERCE, Jr., Janitor of School Buildings, Salary \$1500 per annum.

NAMES OF MEMBERS OF THE SCHOOL COMMITTEE,

SINCE THE ADOPTION OF THE CITY CHARTER, IN 1846.

AT LARGE.

George Putnam, 1846, 48, 56, 57, 58, 59, 60, 61, 62, 63, 64.
Cyrus H. Fay, 1846, 48.
Samuel H. Walley, Jr., 1846, 48.
George R. Russell, 1847.
Thomas F. Caldicott, 1847.
George W. Bond, 1847.
John Wayland, 1849, 50, 51.
William R. Alger, 1849, 50, 56.
William Hague, 1849, 50.
Theodore Dunn, 1851.
Thomas D. Anderson, 1851.
Horatio G. Morse, 1852, 53, 54, 65, 66, 67.
William H. Ryder, 1852, 53, 54, 57, 58.
William A. Crafts, 1852, 53, 54, 59, 60, 64, 65, 66, 67.
Bradford K. Peirce, 1855.
Joseph H. Streeter, 1855.
John S. Flint, 1855.
Julius S. Shailer, 1856, 57, 58, 65, 67.
Arial I. Cummings, 1859, 61.
Edwin Ray, 1860.
William S. King, 1861.
John S. Sleeper, 1862, 63.
Franklin Williams, 1862, 63, 64.
J. Warren Tuck, 1866.

WARD 1.

Allen Putnam, 1846.
Henry B. Wheelwright, 1846, 47.
Horatio G. Morse, 1847, 48, 49, 50, 51, 55, 56, 57, 58, 59, 60, 61, 62, 64.
William R. Alger, 1848, 52.
Bradford K. Peirce, 1849, 50, 51, 52.
John Jones, 1853, 54.
Joseph Bugbee, 1853, 54.
Henry W. Farley, 1855, 56, 57.
Franklin Williams, 1858, 59, 60, 65, 66, 67.
George W. Adams, 1861, 62, 63.
William H. Hutchinson, 1863.
George J. Arnold, 1864.
John G. Bartholomew, 1865.
James Morse, 1866, 67.

WARD 2.

Thomas F. Caldicott, 1846.
Joshua Seaver, 1846, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61
62, 63.
Alfred Williams, 1847, 48.
Ira Allen, 1849, 50, 51, 52, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67.
Arial I. Cummings, 1853.
Charles Marsh, 1854, 55.
J. Warren Tuck, 1864, 65.
B. Frank Bronson, 1866.
George Warren, 1866.
William Seaver, 1867.

WARD 3.

Charles K. Dillaway, 1846, 47.
Francis Hilliard, 1846, 48, 49.
Theodore Otis, 1847.
Julius S. Shailer, 1848, 50, 51, 52, 53, 54.
William Gaston, 1849, 50, 51.
Timothy R. Nute, 1852, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67.
Joseph H. Streeter, 1853, 54.
William H. Ryder, 1855.
Benjamin Mann, 1855.
Arial I. Cummings, 1856, 57, 58, 62.
William A. Crafts, 1856, 62.
Richard Garvey, 1859.
John D. McGill, 1860, 61, 62.
George M. Hobbs, 1863, 64, 65, 66, 67.

WARD 4.

- Benjamin E. Cotting, 1846, 47, 49.
 David Green, 1846, 47, 48.
 Henry Bartlett, 1848.
 Henry W. Fuller, 1849, 50, 51.
 John S. Flint, 1850, 51, 52.
 John Wayland, 1852, 53, 54, 55.
 Theodore Otis, 1853.
 John W. Olmstead, 1854, 56, 58, 59, 60, 61, 62, 63, 64, 65.
 James Waldock, 1855, 56, 66.
 Joseph N. Brewer, 1856, 57, 58, 59.
 Jonathan P. Robinson, 1857.
 Jeremiah Plympton, 1860, 61, 62, 63, 64, 65.
 George H. Monroe, 1866, 67.
 Benjamin H. Greene, 1867.

WARD 5.

- Augustus C. Thompson, 1846.
 Daniel Leach, 1846, 47, 48, 49, 50, 51, 52, 53, 54, 55.
 Samuel Walker, 1847, 56.
 John H. Purkett, 1848.
 Charles F. Foster, 1849, 50, 51, 52.
 Bradford K. Peirce, 1853, 54.
 Edwin Ray, 1855, 57, 58, 59, 62, 63, 64, 65, 66, 67.
 Theodore Otis, 1856.
 Alfred P. Putnam, 1857, 61, 62, 64.
 Robert P. Anderson, 1858, 59.
 Sylvester Bliss, 1860, 61, 62, 63.
 William S. King, 1860.
 Henry B. Metcalf, 1863.
 Moody Merrill, 1865, 66, 67.

WARD 6.

- George W. Bond, 1846.
 Edward Turner, 1846.
 Edmund F. Slafter, 1847, 48, 49, 50, 51.
 Dan. S. Smalley, 1847.
 George Faulkner, 1848.
 Edward D. Boit, 1849, 50, 51.

WARD 7.

- John O. Choules, 1846, 47.
 Joseph H. Allen, 1846.
 Theodore Dunn, 1847, 48, 49, 50.
 Grindall Reynolds, 1848, 49, 50, 51.
 Stephen M. Allen, 1851.

WARD 8.

Theodore Parker, 1846.
George R. Russell, 1846.
Dexter Clapp, 1847, 48, 50, 51.
Matthews W. Green, 1847.
Abijah W. Draper, 1848, 49.
Joseph H. Billings, 1849.
Cornelius Cowing, 1850, 51.

CHAIRMEN.

Charles K. Dillaway, 1846, 47.
George Putnam, 1848, 64.
Daniel Leach, 1849, 50, 51.
Julius S. Shailer, 1852, 53.
John Wayland, 1854.
Bradford K. Peirce, 1855.
William H. Ryder, 1856, 57, 58.*
Horatio G. Morse, 1859, 60, 61, 62.
John W. Olmstead, 1863, 65.
Edwin Ray, 1866, 67.

SECRETARIES.

Joshua Seaver, 1846, 47, 48, 49, 50, 51, 52, 53, 54, 55, 58, 59, 60, 61, 62, 63.†
Arial I. Cummings, 1856, 57.
Franklin Williams, 1864, 65, 66, 67.

* Resigned, and Horatio G. Morse elected.

† Deceased, and Franklin Williams elected.

SCHOOL COMMITTEE,
FOR 1867.

ELECTED AT LARGE.

WILLIAM A. CRAFTS, HORATIO G. MORSE,
 JULIUS S. SHAILER.

ELECTED BY WARDS.

<i>Ward 1.</i> —FRANKLIN WILLIAMS,	JAMES MORSE,
“ 2.—IRA ALLEN,	WILLIAM SEAVER.
“ 3.—TIMOTHY R. NUTE,*	GEORGE M. HOBBS.
“ 4.—GEORGE H. MONROE,	BENJAMIN H. GREENE.
“ 5.—EDWIN RAY,	MOODY MERRILL.

MEMBERS SCHOOL COMMITTEE
ELECT, 1868.

WARD THIRTEEN.

<i>For Three Years.</i> —GEORGE W. ADAMS,	2 Reed's Court.
“ <i>Three Years.</i> —JOSEPH A. TUCKER.	29 Orchard Street.
“ <i>Two Years.</i> —ALLEN PUTNAM, . . .	Eustis Street.
“ <i>Two Years.</i> —JAMES H. MARSH, . . .	4 Guild Row.
“ <i>One Year.</i> —JAMES MORSE, . . .	Dudley Street.
“ <i>One Year.</i> —WM. H. HUTCHINSON,	48 Warren Street.

* Resigned, and vacancy not filled.

WARD FOURTEEN.

- For Three Years.*—GEORGE H. MONROE, Walnut Street.
“ *Three Years.*—MOODY MERRILL, . . . 2 Warren Place.
“ *Two Years.*—IRA ALLEN, . . . 61 Cabot Street.
“ *Two Years.*—JOHN KNEELAND, . . . 31 Winthrop Street.
“ *One Year.*—EDWIN RAY, . . . 121 Warren Street.
“ *One Year.*—JOHN O. MEANS, . . . 31 Elm Street.

WARD FIFTEEN.

- For Three Years.*—GEORGE M. HOBBS, Edinboro’ Street.
“ *Three Years.*—GEORGE MORRILL, Centre Street. .
“ *Two Years.*—CHAS. K. DILLAWAY, 230 Washington St.
“ *Two Years.*—CYRUS C. EMERY, . . . 17 Clark Street.
“ *One Year.*—BENJAMIN H. GREENE, 13 Porter Street.
“ *One Year.*—JOSEPH N. BREWER, 37 Centre Street.

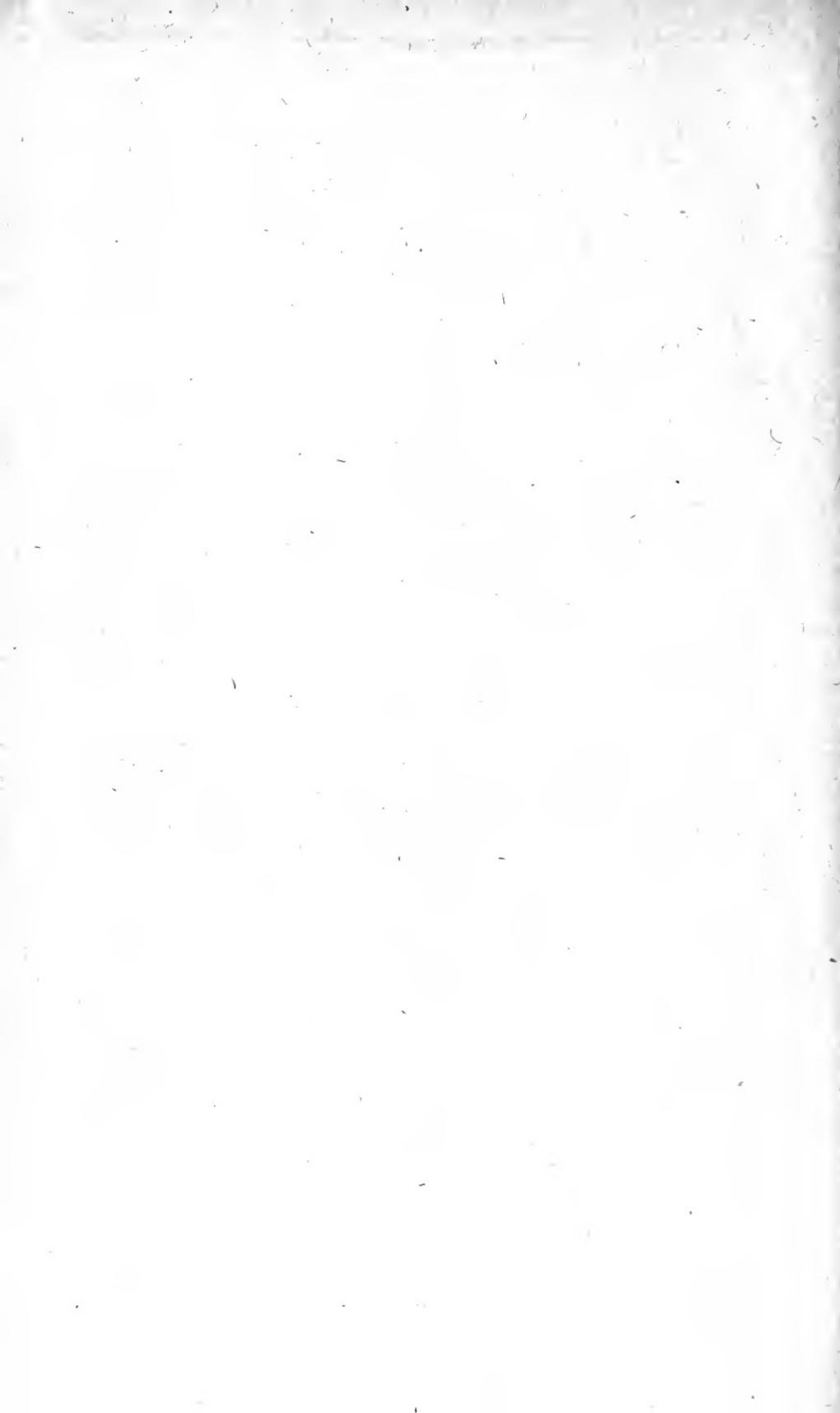
LIST OF APPROVED APPLICANTS.

Names.	Residences.	Where Educated.	Taught.	Age.	When examined.	Avg.	Cent. per cent.
Sarah E. Peck, .	22 Elm street,	High School, .	. . . . .	20	Sept. 1861	88	
Mary E. Mather, .	Fremont place, .	Dudley and High, .	. . . . .	22	" "	80	
Caroline S. Cushing, .	Washington, n. Parker st.	Salem Normal, .	. . . . .	18	" "	90	
Jenny K. F. Bottcher, .	169 Eustis st., Mt. Pleasant,	Boston, .	. . . . .	20	Feb., 1864	77	
Ada L. McLean, .	Roxbury, .	High School, .	. . . . .	19	" "	84	
Avis E. Spenceer, .	Washington, e. High st.	High School, .	. . . . .	18	Jan., 1865	84	
Ella A. Glynn, .	Bradford place, .	High School, .	. . . . .	18	" "	79	
Georgiana Adams, .	Grove Hall Avenue, .	High School, .	. . . . .	18	Nov., 1865	91	
E. K. Souther, .	20 Mall street, .	Boston, .	Substitute, .	19	Sept. 1866	83	
Louisa D. Gage, .	8 Magazine street, .	High School, .	. . . . .	18	Nov., 1866	94	
Emma W. Cushman, .	121 Bartlett street, .	High School, .	. . . . .	20	" "	90	
Emma A. Bell, .	16 Elm street, .	High School, .	. . . . .	19	" "	90	
Abby R. Wood, .	11 Reed's court, .	High School, .	. . . . .	18 $\frac{3}{4}$	" "	89	
Mary C. Smith, .	Bradford place, .	High School, .	. . . . .	17 $\frac{1}{2}$	" "	86	
Charlotte J. Brown, .	9 Myrtle street, .	High School, .	. . . . .	18 $\frac{1}{2}$	" "	85	
Mary E. Nason, .	87 Davis street, .	High School, .	. . . . .	18 $\frac{1}{2}$	" "	85	
Kate C. Lefstrum, .	Centre street, .	High School, .	. . . . .	18 $\frac{1}{2}$	" "	79	
Frances A. Cragin, .	4 Tyler street, Boston, .	Boston, .	. . . . .	19	" "	87	
Katie R. Shailer, .	Wash'gton, op. Putnam st.	High School, .	. . . . .	17	Dec., 1867	99	
Clara L. George, .	13 Zeigler street, .	High School, .	. . . . .	19	" "	96	
Emily S. Lydston, .	4 Fremont place, .	High School, .	. . . . .	17 $\frac{3}{4}$	" "	96	
Lizzie F. Todd, .	13 Cottage street, .	High School,	18 $\frac{1}{2}$	" "	98	
Alice E. Gould, .	Myrtle street, .	High School,	17 $\frac{1}{2}$	" "	91	

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Luceetta F. Bean,	.	12 Winslow street,	.	High School,	.	.	.	94
Maria L. Burrell,	.	38 Munroe street,	.	High School,	.	.	.	90
Laura M. Pollock,	.	5 Edinboro' street,	.	High School,	.	.	.	91
A. W. Haraden,	.	La Grange place,	.	High School,	.	.	.	98
Emma L. Webber,	.	23 Webster street,	.	High School,	.	.	.	96
Florence E. Kennedy,	.	Ionic Hall,	.	High School,	.	.	.	89



B. F. L. Bindery,
MAY 16 1905

